|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **1** | **2** | **3** | **4** |
| **Avoiding**  **Substance Use**  **SBR Score** | Does not accurately summarize article with consideration for who, what, when, where, and why the events occurred. Omits at least 3 components. (4) | Summarizes articles, including at least 3 of the following: who, what, when, where, and why. Summary is brief. (7) | Thoroughly summarizes article and answers who, what, when, where and why for the article selected. (9) | Meets criteria for a 3, and discusses an additional reason teens should avoid use. (10) |
| **Solutions for Reducing Use**  **SBR**  **Score** | Student response includes one proposed solution for reducing teen drug use. Solution is minimally discussed. (0-4) | Student response attempts to propose and discuss two solutions for reducing teen drug use. May only propose one solution or may not effectively elaborate on/discuss solutions proposed. (7) | Student response thoroughly discusses 2 solutions for reducing teen drug use. (9) | Student response thoughtfully and critically reflects on the issue of teen drug use and proposes at least 2 well-developed solutions for reducing teen drug use. Responses are insightful and show evidence of critical thinking.(10) |
| **Letter to Inmate** | Does not write a letter (0) | Writes a very brief letter that does not show effort or consideration for the recommended discussion topics (12) |  | Writes a letter that follows the guidelines in the project descriptor (20) |

Understanding the Consequences of Substance Use and Abuse Project Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Format Format G Guidelines**  **(font, font size, typed, double spaced, title, URL)** | Minimally meets format guidelines, several criteria are not met (0-2) | Attempts to meet format guidelines, but may omit two or more criteria or not appropriately meet all criteria. (3) | Meets all formatting guidelines, with one error (4) | Meets all formatting criteria (5) |
| **Ssfadf**  **Spelling &**  **G Grammar** | Contains more than 5 mistakes (2) | Contains 5 or less mistakes  (3) | Contains 3 or less mistakes (4) | Contains NO grammatical or spelling errors (5) |

Points Scored \_\_\_\_\_\_\_/50 Grade\_\_\_\_\_\_\_\_ Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Comments:**

**Drugs in the News Standard Based Assessment Rubric/Score Sheet**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Score** | **1**  **Does not meet the standard** | **2**  **Partially meets the standard** | **3**  **Meets the standard** | **4**  **Exceeds the standard** |
| **Standard:**  **Risk Reduction and Practicing Healthy Behaviors**  **Performance Indicator:** Discuss possible solutions for teen risk taking  **Source of Evidence:**  Question #4: Drugs in the News Project | Student response includes one proposed solution for reducing teen drug use. Solution is minimally discussed. Work shows evidence of little effort with significant gaps in completion of assignment. | Student response attempts to propose and discuss two solutions for reducing teen drug use. May only propose one solution or may not effectively elaborate on/discuss solutions proposed. Assignment lacks in depth responses. | Student response thoroughly discusses 2 solutions for reducing teen drug use. Assignment is fully completed with very few errors. | Student response thoughtfully and critically reflects on the issue of teen drug use and proposes at least 2 well-developed solutions for reducing teen drug use. Responses are insightful and show evidence of critical thinking. |

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Score:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_